

# Delivery System

## TOPICS INCLUDE:

- School Guidance Curriculum
- Individual Student Planning
- Responsive Services
- Program Support

This section describes the activities, interactions and areas in which counselors work to deliver the program. The delivery system (figure 4.1) and the management system are intertwined throughout this process. The delivery system is the *how* of the implementation process, and the management system addresses the *when, why, by whom* and *on what authority*.

Figure 4.1

### Delivery System Components

#### School Guidance Curriculum

Classroom instruction  
Interdisciplinary curriculum  
Group activities  
Parent workshops and instruction

#### Individual Student Planning

Individual or small-group appraisal  
Individual or small-group advisement  
Including individual and/or small-group  
Individual Graduation Plan (IGP)  
Age-appropriate career development activities

#### Responsive Services

Consultation  
Individual and small-group counseling  
Crisis counseling/response  
Referrals

#### Program Support

Professional development  
Consultation and collaboration  
Program management

Adapted from Gysbers, N.C., and Henderson, P. (Eds.) (2000) *Developing and managing your school guidance program (3rd ed.)*, Alexandria, VA: American Counseling Association.

Within the delivery system there are four components: school guidance curriculum, individual student planning, responsive services, and program support. All activities included in a school counseling program fit

into one of the four areas of the delivery system. The **School Guidance Curriculum** component provides a vehicle to deliver content standards to every student in a systematic way. The **Individual Student**

**Planning** component provides all students with an opportunity to work closely with parents or guardians to systematically plan, monitor, and understand their educational and occupational growth and development. The **Responsive Services** component responds to the direct, immediate concerns of students and includes, but is not limited to, individual and group counseling, crisis counseling, referrals and consultation with parents or guardians, teachers or other

professional specialists. The **Program Support** component enables the school counseling and guidance program to be effective through a variety of support activities including professional development, consultation and collaboration, and program management and operations. The program support component also provides appropriate support to other educational programs in the school (Gysbers & Henderson, 2000).

## School Guidance Curriculum

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The school guidance curriculum component consists of a written instructional program that is comprehensive in scope, preventative in nature, developmental in design, coordinated by professional school counselors and delivered by professional school counselors and other educators. The school guidance curriculum is designed to facilitate the systematic delivery of guidance lessons or activities to every student. These lessons and activities are consistent with the school counseling and guidance program statements of philosophy, goals and student competencies. The school guidance curriculum promotes knowledge, attitudes and skills through instruction in three content areas: academic and professional-technical development, life and career development, and personal and social development. The professional school counselor's responsibilities include developing, organizing, implementing, coordinating, and evaluating the school guidance curriculum.

The school guidance curriculum is planned, ongoing and systematic and includes a clear explanation of the scope and sequence of its units of instruction. It is aligned and crosswalked with the *Idaho School Counseling Model* Standards for Students and the local school district's academic goals. The curriculum should include statements of student competencies for each grade level and the indicators that are identified and used in the assessment of student competencies. The school guidance

curriculum content is documented in writing and is based on an assessment of the school counseling program's student population. School guidance curriculum competencies define the knowledge, skills and attitudes taught using a variety of curricula, activities, and materials. Student mastery of these competencies is assessed using pre- and post-tests, product creation, or activity completion.

Curriculum planning and implementation include the methods and timelines for delivery of units of instruction including, but not limited to, classroom instruction; small-group discussions; presentations to parents or guardians; assemblies; and collaborative activities with teachers, and support personnel.

The curriculum is delivered through such strategies as:

- **Classroom instruction:** Professional school counselors provide instruction, team teach or assist in teaching the school guidance curriculum, learning activities or units in the classrooms, the career center or other facilities.
- **Interdisciplinary curriculum development:** Professional school counselors participate on interdisciplinary teams to develop and refine the curriculum in content areas. These teams develop a school guidance curriculum that integrates with

interdisciplinary subject matter. The scope and sequence of the school guidance curriculum may include units delivered through other classroom disciplines.

- **Group activities:** Professional school counselors conduct groups to respond to students' identified needs or interests.

- **Parent workshops and instruction:** Professional school counselors conduct workshops and informational sessions for parents or guardians to address the needs of the school community.

## Individual Student Planning

Individual student planning has been defined by the Idaho State Board of Education and the Idaho State Legislature as the *student learning plan*, currently known as the Individual Graduation Plan (IGP). Individual student planning consists of professional school counselors coordinating ongoing systemic activities to help individual students establish personal goals and develop future plans.

Professional school counselors coordinate activities that help all students plan, monitor and manage their own learning as well as meet competencies in the areas of academic and professional-technical development, life and career development, and personal and social development.

Students—with the assistance of parents or guardians—evaluate their educational, occupational and personal goals.

Professional school counselors and school staff also assist in this evaluation and help students with life and career development as they transition from school to school, school to work, or school to higher education or professional-technical education.

Individual planning with students is implemented through such strategies as:

- **Individual or small-group appraisal:** Professional school counselors work with students, analyzing and evaluating students' strengths, interests, skills and achievement. Test information and

other data are often used as the basis for helping students develop immediate and long-range plans. Consistent with district policy, professional school counselors meet with students yearly to develop and revise students' academic plan.

- **Individual or small-group advisement:** Professional school counselors advise students using personal and social, educational, career and labor market information in planning personal, educational and occupational goals. The involvement of students, parents or guardians and the school in planning students' programs that meet their needs is critical.
- **Parent/student meetings:** Professional school counselors and other educators will meet with students and their parents or guardians annually (or consistent with local district policy) in individual and/or small-group planning conference to review goals resulting from individual appraisal and advisement. Goals will be revised as necessary to be consistent with current data and student and parent goals.

Professional school counselors support students in gathering information, overcoming barriers, and establishing necessary conditions to maximize student achievement.

## Responsive Services

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Responsive services meet students' needs and concerns through counseling, consultation, referral, peer facilitation or information. Responsive services are available to all students and are often student initiated through self-referral. Teachers, administrators, parents or guardians or others may also refer students for assistance. The cooperation and support of the entire faculty and staff are necessary for successful implementation.

Professional school counselors offer a range of services from early intervention to crisis response to meet students' needs. Professional school counselors consult with parents or guardians, school personnel and others when developing plans and strategies for facilitating student development. Responsive services provided by professional school counselors are planned and goal-focused.

Responsive services are delivered through:

- **Consultation:** Professional school counselors consult with parents or guardians, teachers, other educators and community agencies to help students and families. Professional school counselors are student advocates.

### Individual and small-group counseling:

- Counseling is provided in a small group or on an individual basis for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks. Individual and small-group counseling helps students identify problems, causes, alternatives and possible consequences so students can take appropriate action. Counseling is usually short-term in nature. *Professional school counselors do not provide ongoing therapy.* When necessary, referrals are made to appropriate community resources.
- **Crisis counseling:** Crisis counseling provides intervention and follow-up. Professional school counselors provide a leadership role in the district's mental health crisis intervention team. Counseling and support are provided to students and families facing emergency situations. When necessary, referrals are made to appropriate community resources.
- **Referrals:** Professional school counselors provide referral sources to students, parents/guardians, and staff when requested.

## Program Support

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Program support consists of management activities that establish, maintain and enhance the total school counseling and guidance program. Professional school counselors use their leadership and advocacy skills by contributing in the following arenas:

**Professional development:** Professional school counselors are involved in updating

and sharing their knowledge and skills through:

**Inservice training:** Professional school counselors attend school inservice training to update their skills in curriculum development, technology and data analysis. They provide inservice instruction in the school guidance curriculum and other areas of special concern to the school and community.

### *Professional association membership:*

Professional school counselors maintain and improve their level of competence by attending professional association conferences and meetings.

*Post-graduate education:* As professional school counselors continue post-graduate course work, they are encouraged to contribute to professional literature.

### **Consultation and collaboration:**

Professional school counselors consult with teachers, administrators, staff and parents or guardians to provide information, to support the school community, and to receive feedback on the emerging needs of students.

*Communication:* Professional school counselors inform staff, parents or guardians, business and industry, civic and social service organizations and community members about the school counseling and guidance programs through such means as partnerships, newsletters, local media and presentations.

*Community outreach:* Activities included in this area are designed to help professional school counselors become knowledgeable about community resources, referral

agencies, field experience sites, employment opportunities and local labor market information. This may involve professional school counselors visiting local businesses, industries and agencies on a regular basis.

*Advisory Council:* Professional school counselors work with school and community members to evaluate, improve, and support the school counseling program.

*Committees:* Professional school counselors serve on school and district committees to generate school and district-wide support.

**Program management:** Planning and management activities that support the school counseling program include:

*Management activities:* Professional school counselors manage budget, facilities, policies and procedures, research and resource development as related to their program.

*Data analysis:* Professional school counselors analyze and share student achievement and counseling program-related data to evaluate and update the counseling program.